



Evaluation of an Entrance Exam Such as the Test of Essential Academic Skills (TEAS) in an Undergraduate Nursing Curriculum

Christina Davis, MSN, RN



Reason

- Nursing programs need to decrease student attrition rates.
- A multitude of variables have been evaluated such as standardized entrance exams, sociodemographic variables, emotional intelligence, and prior education.
- A common theme is that those who score higher on standardized admission exams, such as the TEAS exam, have a higher rate of success in nursing programs.
- Standardized testing is one of the more definitive admission criteria to ensure the students have the optimal opportunity to complete the curriculum.

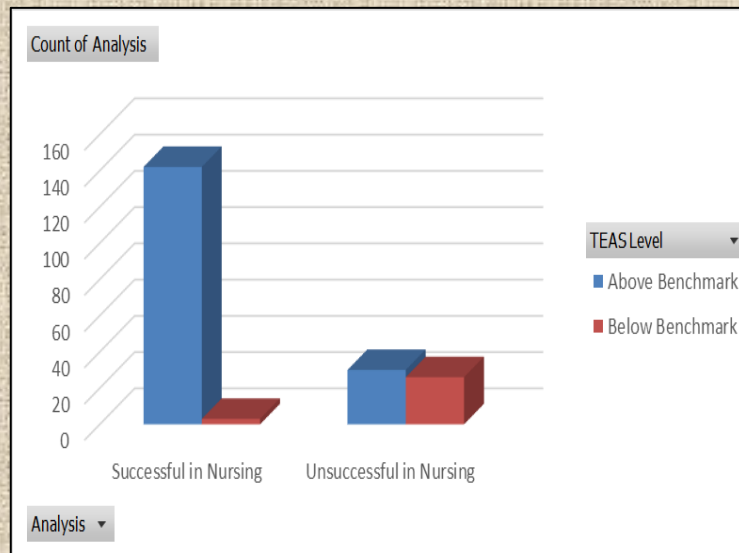
Research

The TEAS is a useful tool that gives an overall score and provides sub-category scores in the topics of reading, math, science, and English. This project, through quantitative data analysis sought to determine if there was a statistical relationship between low cumulative TEAS scores and decreased retention.

TEAS Scores
Cumulative, Reading, Math, Science, English
Benchmark < or = 52.7

Strengths

- ✓ Improvement in retention rates
- ✓ Understanding how the TEAS test correlates to course pass rates
- ✓ Students could possibly identify areas of weakness and re-apply if necessary
- ✓ Data culmination across multiple communities of students



Results

- Evidence proves the need for a benchmark on a standardized exam when setting admission criteria for entrance into a nursing program.
- The same data batch could even lead way to needing a benchmark into one of the subcategories such as math or science.
- The total amount of students was 201.
- Some of the barriers included unsuccessful students with variables that were undisclosed.
- The student's privacy was protected at all times during data collection and usage.

References

Cumberbatch-Sullivan, K. (2013). *Begin with the end in mind: Measuring the effectiveness of remediation on student performance on the test of essential academic skills (teas-v) (Order No. 3601366)*. Available from ProQuest Dissertations & Theses Global. (1466272671). Retrieved from <https://www.proquest.com/dissertations-theses/begin-with-end-mind-measuring-effectiveness/docview/1466272671/se-2?accountid=14640>

The data rejects the null hypothesis that there is no relationship between the variables of the benchmark and success in the nursing program. There is a highly significant relationship between a low cumulative TEAS score and decreased retention. Students that scored at the benchmark or lower had a much stronger chance of poor academic performance (i.e. weak grades, failure of a course, or withdrawal from the program).

Side note; Union has since set a benchmark on one campus and has seen improvement in retention.

